

Emotional Intelligence and its Impacts on Academic Achievement of General Degree College Students

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ABSTRACT:

Emotional Intelligence is a significant characteristic of any human being which can play a role to improve the academic achievement among students of general degree colleges in North 24 Parganas and Howrah district of West Bengal. The aim of the was to identify the male & female relations respect to emotional intelligence, rural & urban relations respect to emotional intelligence and relationship between emotional intelligence and its impacts on academic achievement. The present study was Normative Survey research. For collect the data researcher used Emotional Intelligence Scale (EIS) was developed by Shailendra Singh (2004) edited and modified by Roy & Mahato, 2023 from 100 general degree college students West Bengal (North 24 Parganas & Howrah). The 100 sample distributed as 53 male and 47 female, who had been selected purposely. The researcher used Mean & Standard Deviation (S.D.) as Descriptive Statistics, Scatterplot, Pearson's Product-Moment Correlation (r) and Independent 't'-test as Inferential Statistics applied to analyze the data. The result showed that, there is significant difference between college students male & female, there is a significant difference between college students in rural & urban areas and the emotional intelligence as independent variables is negatively correlated with academic achievement, which mean EI is not significantly related to academic achievement.

Keywords: Emotional Intelligence; Academic Achievement; General Degree College; Descriptive Statistics; Product-Moment Correlation.

INTRODUCTION:

The term Emotional Intelligence has its roots in social science. It is an innate ability, which gives us our emotional sensitivity and our potential for healthy learning and developing managerial skills. Salovey and Mayer define "Emotional intelligence is a type of social intelligence that comprises the ability to keep track of one's own and others' emotions, to recognize the differences between them, and to utilize this knowledge to guide one's decisions and actions," according to research. Emotional intelligence (EI) is the ability to reason with emotion in four areas: perception, integration in thought, understanding, and management. Nowadays learning is affected by emotional intelligence. No one denies that emotional strengths and social abilities often contribute to social and educational success. Sometime Daniel Goleman said that emotional intelligence is an ability, which creates our self-control, zeal, persistence

and motivation. And these skills, as we shall see, can be taught to children and give them a better chance to succeed at his own pace. The model by Daniel Goleman consists five dimensions of emotional intelligence, like- Self-awareness, Self-regulation, Motivation, Empathy and Social Skill. Here are some reasons why emotional intelligence is crucial in the classroom, the job, and higher education. Understanding and controlling your emotions will increase your chances of succeeding on tests and in the classroom. Emotional intelligence is actually virtually as important to scholastic performance as cognitive intelligence and a conscientious attitude, according to studies. This is because emotionally savvy kids are better able to handle unfavorable feelings that could interfere with their ability to study.

REVIEW OF RELATED LITERATURE:

For the success of any research work it is very important to find out the actual gap in these areas through reviewing the earlier research work carried out by different researchers in various parts of our world. No statistically significant correlation between African American female college student's emotional intelligence level and their academic performance, a weak correlation between stress management. (Bradshaw, 2008) Emotional Intelligence has a significant influence on the need for achievement among undergraduates. (Afolabi, Ogunmwonyi, & Okediji, 2009) A positive correlation between emotional intelligence (self-motivation, self-awareness, self-regulation, social consciousness, and social skills) and students' academic achievement. (Joibari & Mohammadtaheri, 2011) EI scores were related to more nominations from peers for prosocial behaviors and fewer antisocial behaviours as well as lower scores on self-reported bullying behaviours. (Mavroveli & Sanchez-Ruiz, 2011) Significant difference between Emotional Intelligence and Academic Achievement among the Adolescents. (Kalapriya & Anuradha, 2015) Saudi EFL students have a high level of emotional intelligence which are significantly associated with their English achievement level. (Saud, 2019) Differences in the respondents' level of emotional intelligence according to the gender variable. (AL-Qadri & Zhao, 2021)

SIGNIFICANCE OF THE STUDY:

Although the assertion that emotional intelligence is crucial for gaining an advantage in life may seem a bit overstated, there is no doubting that one's emotional makeup has a significant impact on their capacity to survive, advance, and interact with others. Emotional intelligence generally measures how well we are able to deal with both our own and other people's emotions. Emotional intelligence (EI) is the capacity for handling emotions, according to Salovey and Mayer (1990). The definition goes on to say that emotional intelligence (EI) is a subset of social intelligence that encompasses the capacity to keep track of one's own and other people's feelings and emotions, to distinguish between them, and to make use of this knowledge to inform one's thinking and behavior. (Salovey & Mayer, 1990).

OBJECTIVES OF THE STUDY:

- To compare between Male & Female Students of General Degree Colleges in relation to their Emotional Intelligence.
- To compare between Rural & Urban Students of General Degree Colleges in relation to their Emotional Intelligence.
- To find-out the relationship between Emotional Intelligence and Its Impacts on Academic Achievement of General Degree Colleges Students.

HYPOTHESES OF THE STUDY:

H₀ 1: There is no significant difference between Male & Female Students of General Degree Colleges in relation to their Emotional Intelligence.

H₀ 2: There is no significant difference between Rural & Urban Students of General Degree Colleges in relation to their Emotional Intelligence.

H₀ 3: There is no significant relationship between Emotional Intelligence and Its Impacts on Academic Achievement of General Degree Colleges Students.

METHODOLOGY OF THE STUDY:

Normative Survey Method was used for collecting the data for this study. It is a survey type of method under the descriptive research design, which is used for both exploration and explanation for current data status from the representative sample. Total 100 selected sample from Students of General Degree Colleges (Government and Government Sponsored) in North 24 Parganas and Howrah district was considered as the population of the present study. A standardized scale namely “Emotional Intelligence Scale” was developed by Shailendra Singh (2004) and the Bengali version adopted by the researcher under his supervision without any change only by translating from the English version. (Roy & Chandi, 2021) The final scale has 28 items. It is a 5 point Likert scale, where scales are Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. In front of scale the instructions of tick marks in questions are clearly present. The reliability of this scale is 0.845, measured by Cronbach's Alpha.

RESULTS AND DISCUSSIONS:

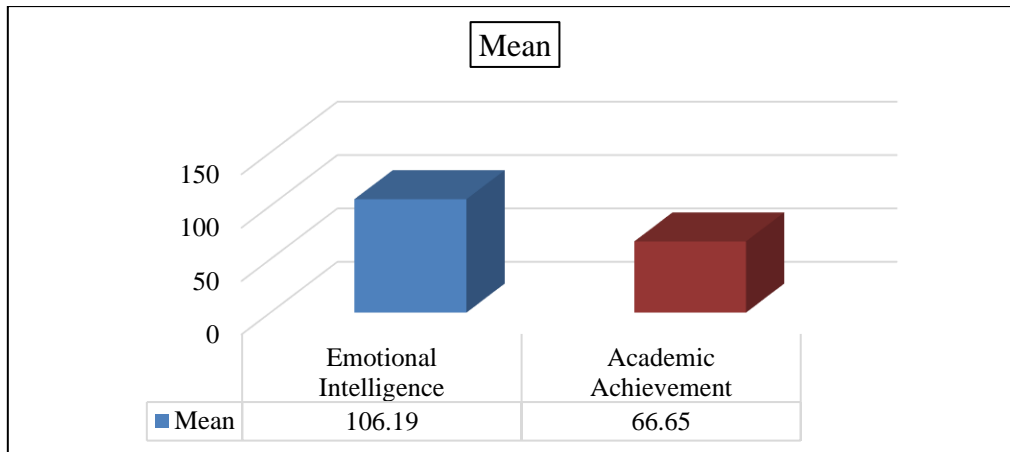
The results came out as follows:

Table-1: Mean & SD. of Emotional Intelligence and Academic Achievement

Variable	N	Mean	Standard Deviation
Emotional Intelligence	100	106.19	10.70
Academic Achievement	100	66.65	8.62

Above Table-1 & below Figure-1 shows that the college students are securing their position as highly Mean and Standard Deviation in respect to Emotional Intelligence (106.19 and 10.70) and Mean and Standard Deviation in respect to Academic Achievements (66.65 and 8.62).

Figure-1: Mean Representation of Emotional Intelligence and Academic Achievement



H₀ 1: There is no significant difference between Male & Female Students of General Degree Colleges in relation to their Emotional Intelligence.

Table-2: Comparison of Emotional Intelligence between Male and Female

Variable	Gender	N	Mean	SD	S.E. of M	t	df	Sig.(2 tailed)	M dif.	S.E. of dif.
Emotional Intelligence	Male	53	109.43	9.16	1.258	3.387*	98	.001	6.902	2.037
	Female	47	102.53	11.20	1.634					

* Significant at 0.05 Level of Significance (**P-value<0.05**).

The above Table-2 & below Figure-2 show the comparison of Emotional Intelligence between male & female. The initial descriptive statistics shows that the college students male are achieved more Mean score & less SD score (109.43, 9.16) than the college students female on the Emotional Intelligence (102.53, 11.20). And mean difference is respectively 6.902. All of these results showed that male college students male are higher in Emotional Intelligence than female college students. But, in order to know whether these differences are statistically significant or not, the investigator applied t-test. Calculated $t_{(98)}$ value is 3.387 and 'p' value is 0.001 ($p < 0.05$). The result of the t-test (i.e. 3.387, df-98, $p = 0.001 < 0.05$) shows that there is significant difference between college students male & female. Consequently, reject the null hypothesis (**H₀ 1**).

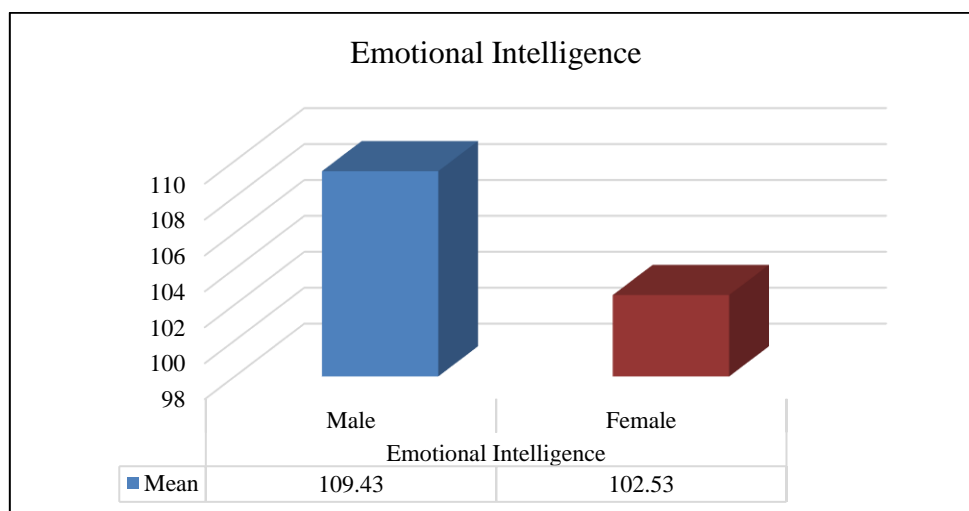


Figure-2: Mean of Emotional Intelligence between Male and Female

H₀ 2: There is no significant difference between Rural & Urban Students of General Degree Colleges in relation to their Emotional Intelligence.

Table-3: Comparison of Emotional Intelligence between Rural and Urban

Variable	Habitat	N	Mean	SD	S.E. of M	t	df	Sig.(2 tailed)	M dif.	S.E. of dif.
Emotional Intelligence	Rural	63	108.10	10.36	1.305	2.378*	98	.019	5.149	2.165
	Urban	37	102.95	10.61	1.743					

* Significant at 0.05 Level of Significance (**P-value<0.05**).

The above Table-3 & below Figure-3 show the comparison of Emotional Intelligence between rural & urban. The initial descriptive statistics shows that the college students in rural areas achieved more Mean score & less SD score (108.10, 10.36) than the college students in urban on Emotional Intelligence (102.95, 10.61). And mean difference is respectively 5.149. All of these results showed that the college students in rural areas are higher in Emotional Intelligence than college students in urban areas. But, in order to know whether these differences are statistically significant or not, the investigator applied t-test. Calculated $t_{(98)}$ value is 2.378 and ‘p’ value is 0.019 ($p<0.05$). The result of the t-test (i.e. 2.278, df-98, **p=0.019<0.05**) shows that there is a significant difference between college students in rural & urban areas. Consequently, reject the null hypothesis (**H₀ 2**).

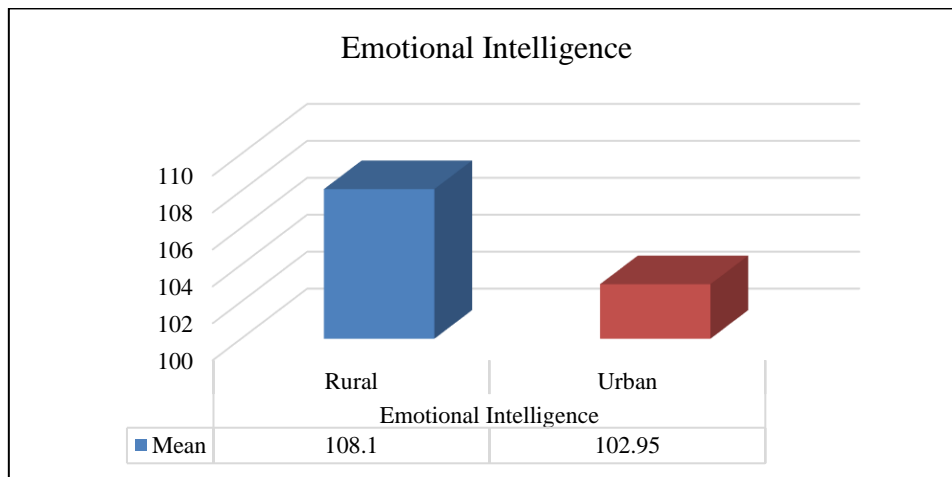


Figure-3: Mean of Emotional Intelligence between Rural and Urban

H₀ 3: There is no significant relationship between Emotional Intelligence and Its Impacts on Academic Achievement of General Degree Colleges Students.

[EI – Emotional Intelligence, AA – Academic Achievement]

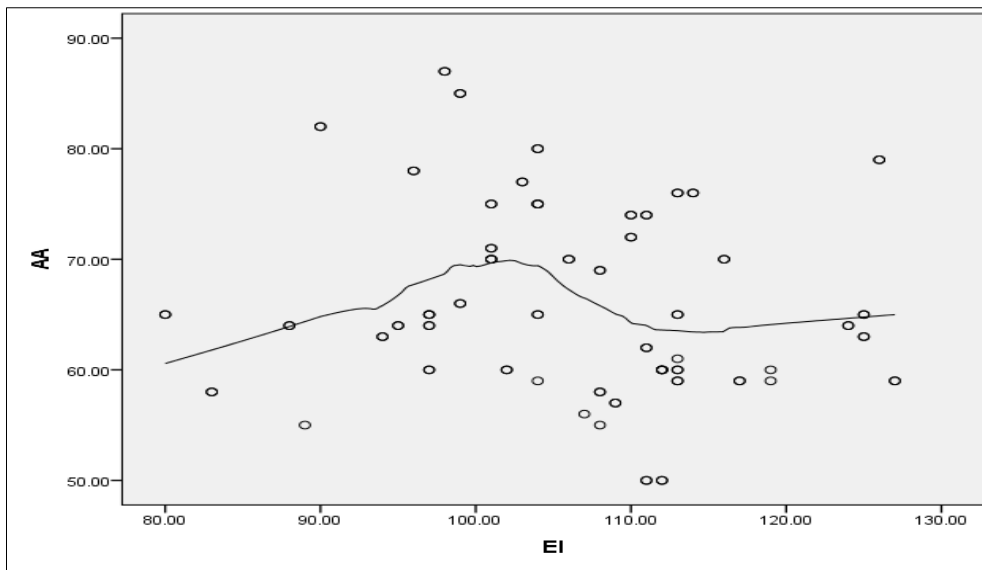


Figure-4: Correlation between Emotional Intelligence and Academic Achievement

The above Figure-4 shows the correlation between emotional intelligence as independent variable and Academic Achievement as dependent variable both are negatively correlated with each other, where the emotional intelligence are not an attached characteristics in Academic Achievement of college students, which is visualized on the scatterplot.

Table-4: Correlation between Emotional Intelligence and Academic Achievement

Correlation		EI	AA	Remarks
EI	Pearson Correlation	1	-.146**	
	Sig. (2-tailed)		.147	P-value>0.05
	N	100	100	
AA	Pearson Correlation	-.146**	1	
	Sig. (2-tailed)	.147		P-value>0.05
	N	100	100	

** . Correlation is not significant at the 0.05 level (2-tailed).

From the above Table-4, it is concluded that a positive and significant correlation is found between Emotional Intelligence and Academic Achievement of General Degree College students, as coefficient of correlation is -0.146 and ‘p’ value is 0.147 (**p-value>0.05**). Fail to reject the null hypothesis (**H₀ 3**).

CONCLUSION:

In this research, the researcher studied emotional intelligence and its relationships between male and female General Degree College students, emotional intelligence and its relationships between rural and urban General Degree College students and also shown a negative correlation between emotional intelligence and academic achievement. It can be concluded from this investigation, at the present time male students have more emotional intelligence level than female students, and rural students have more emotional intelligence level than urban students. So, this study showed that the concepts of emotional intelligence and how much emotional intelligence correlated with academic achievement at college level

with respect to male-female and rural-urban students. So, it needs to special focus on emotional intelligence and its positive management academically in future.

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